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Many of the concerns of teacher education programs over the transition of students into teachers may be examined through the perspective of teacher education as a social system. A model of teacher education has been developed which identifies two dimensions of the social system: an institutional dimension, consisting of roles and the expectations associated with them; and an individual dimension, consisting of personality defined by need-dispositions. The model further identifies three roles through which a teacher passes before assuming the fourth role of experienced teacher. These are the roles of student, preservice teacher, and beginning teacher. Each role is placed within a time period, and each time period includes a sequenced transitional period from one role to the next. The heuristic value of the model may be determined by teacher education programs as they identify and describe role-expectations and need-dispositions in relation to time periods and transition periods. The relationship between dimensions and teacher behavior provides indicators of program success in the form of satisfaction, effectiveness, and efficiency. In these ways the model provides teacher education with a tool that may have significance in the preparation of teachers. (Author)

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A Psycho-Social Model of Teacher Education

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INTRODUCTION

Teacher education is concerned with the individual's transition from student to experienced teacher. It follows from this that the length of programs of teacher training is the time thought necessary in any particular setting to effect this change in roles. At present the largest portion of the total time of teacher-education programs is devoted to the pre-service teacher, a middle role in the teacher-preparation process. To be more effective in the preparation of teachers, teacher-education programs, while continuing to identify and facilitate the acquisition by the prospective teacher of the expectations of the pre-service teacher, must also reflect awareness of the expectations implicit in the roles of student, beginning teacher, and experienced teacher. Viewed in this way, teacher-education is seen as a continuing process, and it becomes necessary to reconsider the traditional and arbitrary separation between the pre-service education of prospective teachers and the in-service education of experienced teachers.

This is the context in which we should ask how successful programs are in providing the necessary preparation for a rational transition from student to teacher. To answer this question, which is basic, teacher-education programs will have to be re-examined, and this examination should include the careful identification of the components of the total educational program.

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Teacher Education as a Social System

Teacher education involves the interaction of programs and individuals in the process of moving toward shared goals. Teacher education can, therefore, be viewed as a social system, whose components can be identified, defined, and described, and the relationships between components determined. A model of the teacher-education social system has been developed to facilitate the identification of components and to aid in understanding how the relationships among components may affect the success of teacher-education programs. The model is intended to encourage further organization of our knowledge of teachers, teaching, and learning to reduce discontinuities in that knowledge and indicate possible new directions in research.

The purposes of this paper are (1) to present the social-system model and identify, define, and describe its components; (2) to identify the elements of each component, the nature of their interactions, and the implications for teacher education of their interaction and (3) to identify which elements are functions of the interaction of components and may serve as indicators of the achievement of goals.

The basis of the framework to be described was developed by Getzels and has been applied to various situations and problems; military instruction; consultations; educational administration; the school as a social institution; teachers; the classroom; social class and public high schools; the team as a social system; conflict and role-behavior; a social psychology of education; and educational administration as a social process.[1]

The model is a conceptualization of a social system in which the teacher behavior of a role-incumbent is presented as two dimensional: institutional and individual. The institutional (nomothetic) dimension is made up of roles and their expectations. The individual (idiographic) dimension is concerned with personality and needs.

The term nomothetic means "giver of laws." It is used here to represent an organization or institution which over time has established roles that are unique to the institution. The term idiographic means "a mark particular to an individual." It is used here to represent aspects of personality unique to an individual.

Role Changes and Time

The framework described by Getzels[2] considers social systems as in dynamic equilibrium; at any point in time one may examine the interactions between nomothetic and idiographic dimensions. One might select consecutive points in time and extend the interactions horizontally over a particular period, but since Getzel's formulation does not do this, it may be regarded as a static structure.

Understanding teacher-education requires a consideration of each dimension and the interactions of dimensions over time. This horizontal extension of the framework is made to allow systematic consideration of changes in the role expected of prospective teachers over time, as well as at any given point in time. To illustrate how roles change over time, consider a participant from the time of application to a teacher-education program through the various stages of training up to the time she becomes an "experienced" teacher. The questions we constantly ask are: what does

the applicant (student, pre-service teacher, etc.) bring to the teacher-education program, what does the program expect of her, what is the relationship between subject's needs and the expectations of the program at any point in time, and how do needs and expectations match or diverge over time.

NOMOTHETIC DIMENSION

An institution is an organization for implementing certain social functions. The school is the institution for carrying out society's educational concerns. Every institution consists of positions or statuses, called roles, which enable it to perform its functions. We follow Getzels who defined "role" as Linton did, as those aspects of institutional positions, offices, or statuses which involve expectations (rights, privileges, obligations) which any incumbent would act upon.[3] Expectations define what a role-incumbent both should and should not do while occupying a particular part in a social system. The role-incumbent's perception of a role's expectations may not be identical with the expectations about it held by incumbents of other roles within the same institutional setting. What a teacher thinks should be done in relation to a problem child may differ from what her principal thinks she should do.[4] Neither the teacher's expectations nor the principal's are "correct." Expectations are not "right" or "wrong," "accurate" or "inaccurate." But the way in which they are perceived by role-incumbents does affect behavior. A key to understanding behavior is to be found in the identification of role-expectations.

Student Role

The nomothetic dimension of the teacher-education social system is made up of institutional roles (student, pre-service teacher, beginning teacher, and experienced teacher). Because at the beginning of their teacher education prospective teachers find themselves in the role of student, it is necessary to include the role expectations of students, imposed by their colleges as relevant. The student role is our Role 1. Its expectations probably include, among others, identification with authority, a clear interest in subject matter, and interest in theoretical as opposed to social matters.[5] (Our definition here and throughout of the specific contents of the social system is meant illustratively only. Our interest here is in the analytic instrument itself.)

Pre-Service Teacher

As the student enters into a specialized professional sequence of training experiences, student expectations are exchanged for those of a teacher-in-training. We identify this as Role 2 (Pre-service Teacher). The expectations associated with it derive primarily from the perception of the nature of the general educational enterprise by the teacher-education institution. As with student expectations, the expectations of pre-service teachers are several and reflect the traditions of teacher-preparation as well as current experiences of the teacher preparation program in the contemporary educational scene. Traditions are reflected through courses, seminars, student-teaching, and a variety of other experiences, including teacher-certification requirements at the local and national level.[6]

Institutional admissions policies reflect an institution's views

of the types of individuals who are likely to be successful in teacher education. But there are likely to be student expectations which go unsupported or which are even contradicted in the expectations of pre-service teachers. The individual, cited above, who identifies with authority, expresses interest in subject matter, and is theoretically oriented may find this advantageous in the student role when working with professors but disadvantageous in a student-teaching experience. This apparent reversal of expectations may result in a role-incumbent's lowered self-esteem.[7] Such conflicts of expectations should have important bearing on the choice of criteria for the selection of prospective teachers as well as for the kind of experiences chosen for the program.

Beginning Teachers

When the pre-service teacher has accepted the expectations of that role, she must be ready to assume those of the role of the beginning teacher (Role 3). The expectations for this role are, in part, derived from the particular school in which the beginning teacher is placed. Her teaching peers have expectations which they convey both informally and through formal means. The school administration will have codified its expectations, and these are likely to be interpreted by the building principal and by subject-matter supervisors. Children in the classroom, parents, community organizations, and professional teacher organizations also contribute to the definition of, and transmission of, the role-expectations of beginning-teachers. If teachers, for example, of varying age and length of service were asked to rank the general expectations of the teacher role, differences in role perception would probably be found to be related to these variables.

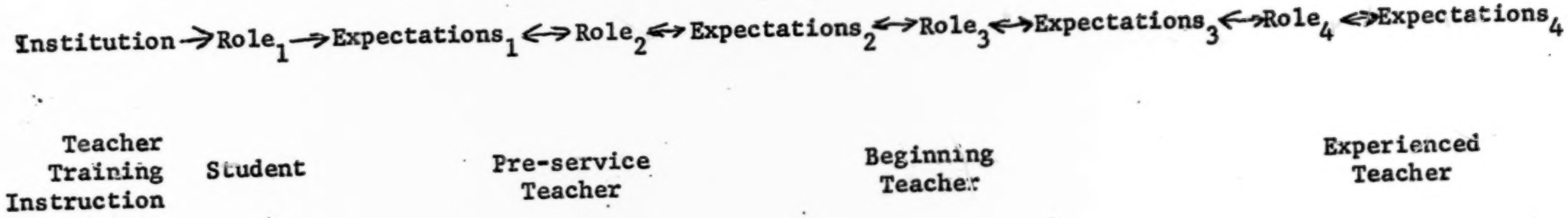
Institution → Role$_1$ → Expectations$_1$ ↔ Role$_2$ ↔ Expectations$_2$ ↔ Role$_3$ ↔ Expectations$_3$ ↔ Role$_4$ ↔ Expectations$_4$
Teacher Training Instruction
Student
Pre-service Teacher
Beginning Teacher
Experienced Teacher

FIGURE 1

Nomothetic Dimension

Younger teachers might, imaginably, see the liaison between school and community as more important than would older teachers, but older teachers might see concern with peers as more important than younger teachers would.[8] The perception of expectations continues to change through and beyond the teacher-preparation experience.

Experienced Teacher

As compared to a beginning teacher with her need to identify, internalize, and respond to a wide variety of new expectations, the experienced teacher is able to exercise selectivity in responding to expectations. Our definition of the experienced teacher is closely allied to the concept of maturity. The experienced teacher has reached a level in her profession which is by definition identified with full development in the role of teacher.

There is probably a smaller order of change between the expectations of the beginning teacher and those of theexperienced teacher (Role 4) than between any other role parts in the teacher-education sequence. While the expectations of the two roles are indeed different, the differences between them may well be more clearly and simply related to time than are the differences in expectations between other role pairs. In comparing beginning teachers to experienced teachers, a beginning teacher would be unlikely to rank concern with peers above community concerns because of the time required before a new teacher knows her fellows well enough to be accepted as part of the school's informal social system. While a teacher can pursue her interest in school-community relations without involving other teachers, she cannot hastern her acceptance by her peers.

The aspects of the nomothetic dimension discussed thus far are

highlighted in Figure 1. The bi-directional arrows between role expectations illustrate the horizontal interaction including conflicts between sets of expectations for student, pre-service teacher, beginning teacher, and experienced teacher.

Time

The time allowed for the changing of roles is an important part of the nomothetic dimension. Four time-spans are identified in the model. Time 1 begins when an individual enters upon her career as a student and ends when the expectations of pre-service teacher take precedence over the expectations for the role of student. Time 2 is in effect when the individual has experiences clearly identifiable as those of teacher preparation. It may begin with the student-teaching experience or with directed observations of classrooms, and it typically ends when the individual receives her degree or teaching certificate. The termination of Time 2 is more than symbolic; the possession of a degree or certificate usually fulfills the legal requirements for beginning to teach within a school district.

Time 3 is initiated when the individual assumes responsibility for a classroom. It ends when it is determined that the teacher is "competent." In many school districts, certification of competence takes the form of an appointment with tenure. Two or three consecutive years of successful teaching usually are the criterion of tenure determination. The achievement of tenure may be said to identify the teacher as "experienced." We will label this Time 4, with the full realization that possession of tenure is not necessarily associated with characteristics that clearly separate a beginning teacher from one who is experienced.

The student-teacher preparatory cycle ranges in length from one to four years, depending on the nature of the training institution. A teachers' college may require four years of preparation and a university may prepare graduate students for teaching in one or two years. Whatever the variation in program length among institutions, the time-span is assumed to be sufficient for the purpose and this purpose may be defined in our terms as aiding individuals to internalize the role-expectations of pre-service and beginning teacher. After the preparation of beginning teachers, teacher-education programs may be continued by in-service training that aims to develop the role-expectations of experienced teachers.

Expectations in Transition

The changing expectations of changing roles are defined as transitory. Since the ultimate goal of teacher education is the preparation of classroom teachers, the expectations for student and pre-service teacher roles are only reflections of the realities of the limited time given to them in teacher preparation. The role-expectations are presented differentially by institutions and internalized differentially by individuals. Thus, some expectations of the student role may be carried over to the pre-service teacher role, and some expectations of student and pre-service teacher roles may be carried over to the beginning teacher and the experienced teacher role by a local school. An example of a cumulative or continuous expectation is interest in innovation and change. This may be an institutional expectation at all four levels.

The concept of transition from role to role, as described by anthropologists, may be applied to any society. The main difference between

our society and a simpler one is the complex society's greater number of adult identities. Goodenough defined two kinds of identities: "social identity" and "personal identity."[9] A social identity has well-defined rights and privileges, to which people attach a set of expectations. "Social identity," therefore, corresponds to my use of "role." As an individual assumes a social identity and adds his own personal expectations to it, social identity becomes personal identity.

The crucial aspect of identities, from my point of view, is the transition from one social identity to another: from student to pre-service teacher to beginning teacher to experienced teacher. Unless the transition through the various social identities, or roles, is successful, a "life crisis" may be precipitated. In teacher education this is likely to bring about a reconsideration of the goal of becoming a teacher by a participant in a program. A life crisis is not precipitated simply by the transition in roles or identities; it also involves the unique needs of the role-incumbent. These needs are considered in the idiographic dimension. The major elements of the nomothetic dimension with time periods, including transition periods, are given in Figure 2.

It may be useful to consider the process of change from one social identity to another in terms other than that of transition. Transition suggests a rather linear development, maintaining one role evolving into its successor. The process by which a change in roles occurs may, in fact, involve maintaining conflicting roles. The prospective teacher begins teacher-preparation as a student. At a certain time she is expected to assume the role of pre-service teacher in a practice-teaching situation while remaining in the student role at the institution. She is in a

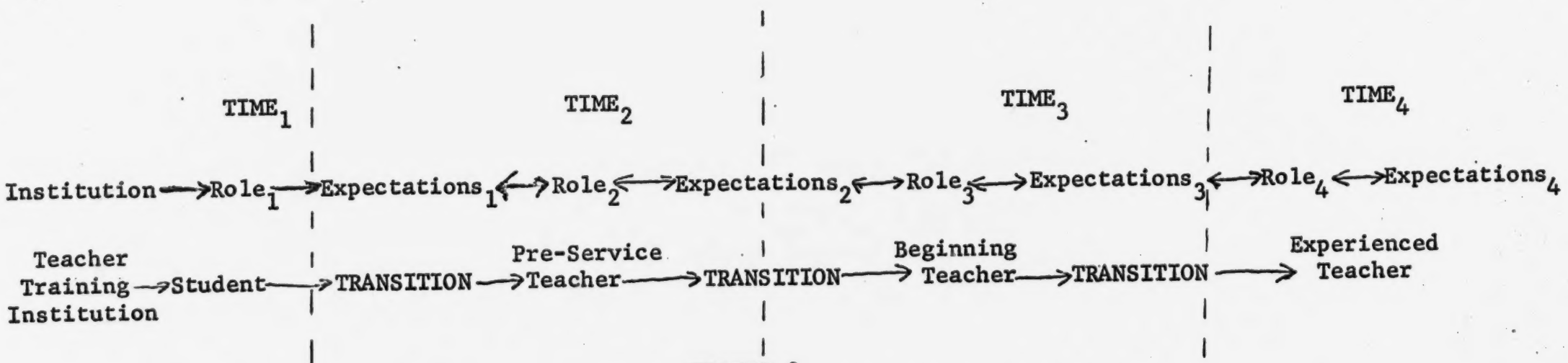

FIGURE 2

Nomothetic Dimension

somewhat ambiguous role in relation to her cooperating teacher in that she is expected to learn from her (as student) and is expected to teach children (as teacher).

We may press further our concerns about role change by raising the question of the mechanisms by which a role-incumbent resolves the tension or anxiety provoked by changing sets of role expectations. What effect does the effort to achieve resolution have upon an individual, and what can a teacher-education program do to facilitate the identification of changing sets of expectations?

Role Conflict

As a prospective teacher moves through a teacher-education program, she is the subject of various role-expectations. The expectations for the roles of student, pre-service teacher, and beginning teacher, and experienced teacher, usually have both shared and distinctive elements. And for each role certain difficulties are to be anticipated. Role expectations may be poorly defined or their content unclear. A role may carry multiple expectations, either because of the nature of the role or by the error of those who have defined it. To speak of conflicts among expectations is not to imply that conflicts are bad. Their presence, however, indicates the need for sensitivity to the sources of conflict so that, where desirable, conflicts may be resolved.

Teacher-preparation programs must identify and transmit role-expectations in such a way that their understanding by participants is facilitated. They must also provide program members with the skills necessary to identify conflicts among expectations and to cope with them. When role-conflict occurs it is desirable that it not be allowed to become a disruptive

influence in the sequential movement of the individual through the various roles.

IDIOGRAPHIC DIMENSION

The individual, or idiographic, dimension is defined by the personality of the role incumbent, which in turn is organized by a structure of need-dispositions. We again follow Getzels, who defined personality as the "dynamic organization within the individual of those need-dispositions and capacities that determine his unique interaction with the environment."[10] Parsons described need-dispositions as comprising (1) attitudes with and about social objects and (2) internalized social values.[11] As used here, need-dispositions as attitudes and values are not dormant elements of the need-disposition concept. They are dynamic forces within the individual and effect the ways in which he perceives and understands the environment. As needs are evoked and satisfied, others may replace them. This ordering of needs within an individual personality illuminates the dynamics of the interaction between the nomothetic and individual dimensions in that certain expectations are perceived and responded to in particular ways. The ordering of needs also illustrates the dynamics of the horizontal interaction as the individual proceeds to move from one role to another over time. Each role with its differing sets of expectations calls forth varying need-dispositions in the individual.

There are many listings of needs. Cronbach identified five needs, which he related to developmental tasks of American children.[12] These needs were (1) affection, (2) approval by authority figures, (3) approval by peers, (4) independence, and (5) competence and self-respect. Several of these needs and several others were characterized by Murray as "manifest," that is,

needs that are expected to appear in everyone.[13]

The model takes into account that the student as the incumbent of Role 1 possesses certain need-dispositions; these are identified as need-disposition 1. Whatever the nature of student needs, they originate in the individual and as such may be expected to be consistent over time in a given role setting. As the setting changes, the needs of the individual, now a pre-service teacher, interact with the expectations of the role. Then the expectations of beginning teacher interact with the need-dispositions of the individual as beginning teacher. Finally, the expectations of the experienced teacher interact with the needs of the individual in that role. The idiographic dimension or portrayal of the need-dispositions of individual role-incumbents is presented in Figure 3. We do not imply that individuals have different need-dispositions for every role. But the model illustrates the view that individual need-dispositions may change in relation to modifications in role-expectations.

Earlier we called attention to the implications for the recruitment of prospective teachers in the expectations held by teacher-training institutions. We indicated that expectations held for the role of student might be contradictory to those or some of those held about the pre-service teacher: the incumbent in the student role is expected to be more concerned with theoretical than with social issues, and the same person, in the pre-service teacher role, is expected to be more concerned with social matters and less with theoretical issues.[14] The question posed concernes the relevance of criteria of admission.

Recruitment is again in question when we consider the implications of identification of those needs of the incumbent required for the maximal

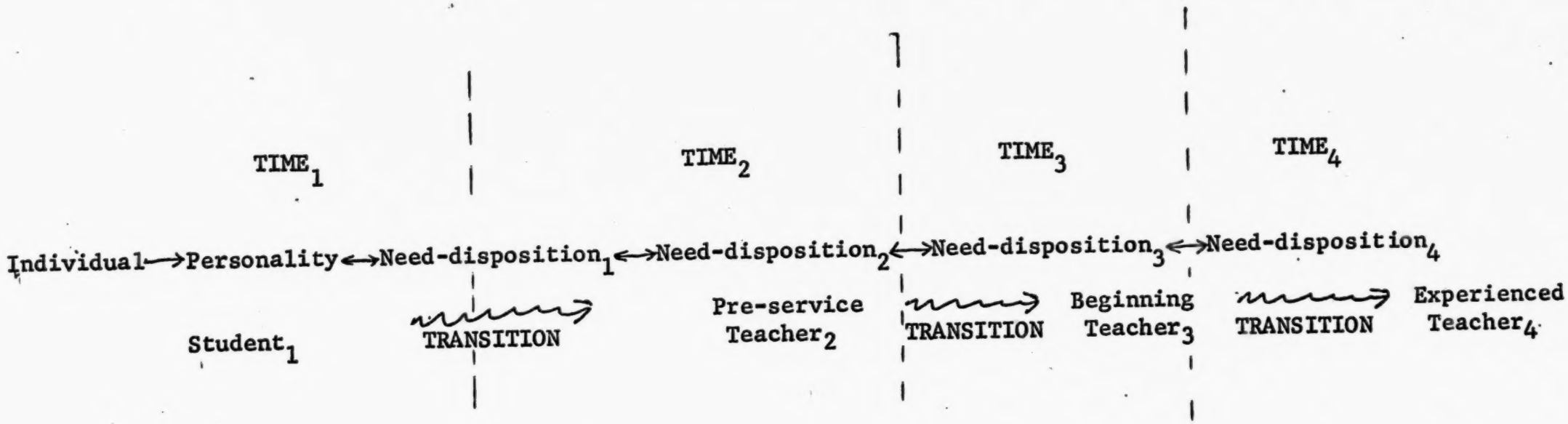

FIGURE 3

Idiographic Dimension

fulfillment of the various roles in the development of a teacher. For example, before practice-teaching and as part of the pre-service role, it can be predicted that a student will be confident, active, perceptive, happy, and obedient. But after practice-teaching there is likely to be a loss in confidence, perception, and obedience for the elementary school teacher and a further loss in happiness and obedience as well as a gain in activity after a year of teaching. For secondary teachers there may be a loss of confidence, perception, and activity after practice-teaching followed by a further loss in happiness, confidence, and perceptiveness after a year of teaching.[15] This illustration points, not only to changes in personality characteristics of role-incumbents over time, but also highlights the question of the differential goals of a teacher-education program and the need to vary the provisions of a program in order to achieve its ultimate goals.

The transition from role to role is a gradual process. The amount of time required to effect a successful modification of roles is in fact a function of the interaction of role-expectations and need-dispositions and can be expected to vary with every individual. However, each program has a timetable for training and thus implicit expectations, whether the program is planned for four years or one. As in the nomothetic dimension, Time 1 is the period for the individual as student to learn to accept and fill the pre-service teacher role. Time 2 is when the individual as pre-service teacher must learn to accept and occupy the beginning-teacher role. Time 3 is when the individual must learn to function in the experienced teacher role, and Time 4 is when the individual <u>has</u> learned to fill the role of experienced teacher.

The model identifies three roles through which a prospective teacher must pass before assuming the role of experienced teacher. It also identifies three time periods associated with periods of transition. There is a need to determine the efficacy of these assumptions in relation to existing teacher-education programs. Conversely, for each role the model identifies particular need-dispositions. It is important to establish the nature of these needs and their relationship to particular roles, times, and transitions. Finally, the relationship between dimensions as they affect the achievement of intermediate and long-range goals must be systematically explored.

Interaction of Dimensions

Throughout this discussion we have stressed that the two dimensions of the model are each part of the social system of teacher education. As the general model indicates, the outcome of the interaction of dimensions is observed behavior, in this case, teacher behavior. Having identified the nature of the dimensions, it is essential to identify those aspects of the dimensions which are associated with particular role-expectations and particular needs and may be influenced by a teacher preparation program.

The process of teacher education deals with the fulfillment of both institutional role-expectations and individual need-dispositions while the goals of teacher education are being achieved. Ideally, teacher education should permit role-expectations and need-dispositions to be met with a minimum amount of stress on the role-incumbent. In reality, a position somewhere between both dimensions is achieved any individual at any point in time, may be closer to one dimension or another. This

position is called transactional and is a function of the relationship between role-expectations and need-dispositions.[16] The transactional position of a role-incumbent is likely to vary over time: as the process of socialization to each role takes place, a role-incumbent may be expected to begin closer to the individual dimension and over time move closer to the institutional dimension.[17]

For any role, at any point in time, the interaction of dimensions, and the resulting behavior of role-incumbents, may be examined. In Time 1, for example, student behavior will reflect the interaction between the needs of the individual and the expectations of the teacher-education program. The behaviors of each role-incumbent during the time she is filling any specific role may serve as a guide to the institution regarding the readiness of the incumbent to move to the succeeding role.

The readiness of an incumbent to continue in her professional preparation is an important issue. For the display of the behavior of Role 1 amounts to a prediction of probable success in meeting the expectations of Role 2. Behavioral indicators of success are also used for Roles 3 and 4, but different behaviors reflecting different expectations must be used for each successive role. This pattern of evaluation and prediction is external to the role-incumbent; the institution is measuring her development, not providing her with indicators of progress. Our model provides ways through which both the institution and the role-incumbent may evaluate progress through the various roles.

By relating role-expectations to need-dispositions, an indication of the satisfaction of the role-incumbent may be derived. When expectations

are related to behavior, a measure of effectiveness is derived. Relating behavior to needs yields a measure of efficiency. Satisfaction, effectiveness, and efficiency may be utilized by teacher-preparation programs as indicators of progress. Each indicator will be considered in turn.

Satisfaction

Guba and Bidwell used the term "satisfaction" to describe one function of the interaction of dimensions.[18] Satisfaction is the contentment of an individual with his job; it is not a measure of the extent to which an individual identifies with the goals of the institution. The degree of satisfaction an individual has within any given situation depends on the congruence of needs and expectations. In the ideal situation needs and role-expectations coincide. In reality, of course, they do not; the personality of each role-incumbent is unique. As a result, a given individual is never completely satisfied, although he may continue to strive for complete satisfaction.

Satisfaction may be examined at any point in time. For example, at the beginning of a teacher-preparation program an individual may be very dissatisfied with her "job situation," a result of the divergence between her needs and the role-expectations. When the individual assumes the pre-service teacher role, we can imagine there to be greater congruence between her needs and the expectations of role (pre-service teacher). That congruence may result in a feeling of greater satisfaction with the job situation and a feeling of "belonging" in that setting. As satisfaction increases, the pre-service teacher may begin to feel that her decision to become a teacher was correct. But the satisfaction of the pre-service

teacher may decrease when she receives a first assignment as a beginning teacher in which she is expected to teach a calss of 35 children (as compared with 22 in student-teaching) and in which she expects active responsiveness from the children to her teaching. She may also expect recognition from her superiors.[19] The goal of a training program is to provide a setting in which a successful transition from role to role can be accomplished to the role-incumbent's satisfaction. The question to be answered is: What are the elements of a teacher-education program that provide experiences associated with satisfaction in a beginning teacher and which experiences will enable a beginning teacher to develop into an experienced teacher?

Effectiveness

Effectiveness is the extent to which the behavior of a given role-incumbent corresponds to the expectations of the role. This places effectiveness on the nomothetic dimension and removes individual needs from present considerations. This definition of effectiveness requires weighing of role-expectations and teacher behavior in any judgment of the effectiveness or ineffectiveness of behavior. Teacher-education programs must determine the role-expectations of the beginning teacher and identify those which can be related to expected teacher behavior. This determination will enable a program to provide experiences which will help bring about congruence of expectations and behaviors.

To the extent that expectations and behaviors of a role-incumbent are differentially perceived by different individuals, identical behavior can be judged effectve by some individuals and ineffective by others. An individual in the pre-service phase of teacher education might be judged an

effective student teacher by his cooperating teacher and ineffective by his university supervisor, if the pre-service teacher taught a lesson as the cooperating teacher expected it to be taught but was not sufficiently innovative for the supervisor. A difference in expectation would explain a difference in evaluation.

An important issue is the question of the means by which a role-incumbent can measure her own effectiveness, vis-à-vis outside measures of her effectiveness. Direct evaluation from others is a rarity, and when it does occur it must emanate from a frame of reference different than that of the incumbent. It appears that if a role-incumbent could derive comparisons of expectation between herself and those of the institution as well as a similar comparison of perceptions of her behavior, she could develop a sense of her effectiveness similar to that drawn by the institution.

An example of self and other ratings of effectiveness may be cited from educational administration. If school principals were to rate themselves in effectiveness as compared to effectiveness ratings by members of their reference groups, it might be predicted that a congruence in effectiveness ratings would be associated with a congruence in perceived behavior and perceived expectations for the principal.[20] Thus, with appropriate criteria for selection of expectations and behavior, a role-incumbent at any point in her professional development could compare her personal effectiveness with evaluations made by others.

Efficiency

On the idiographic dimension, the congruence of need-disposition

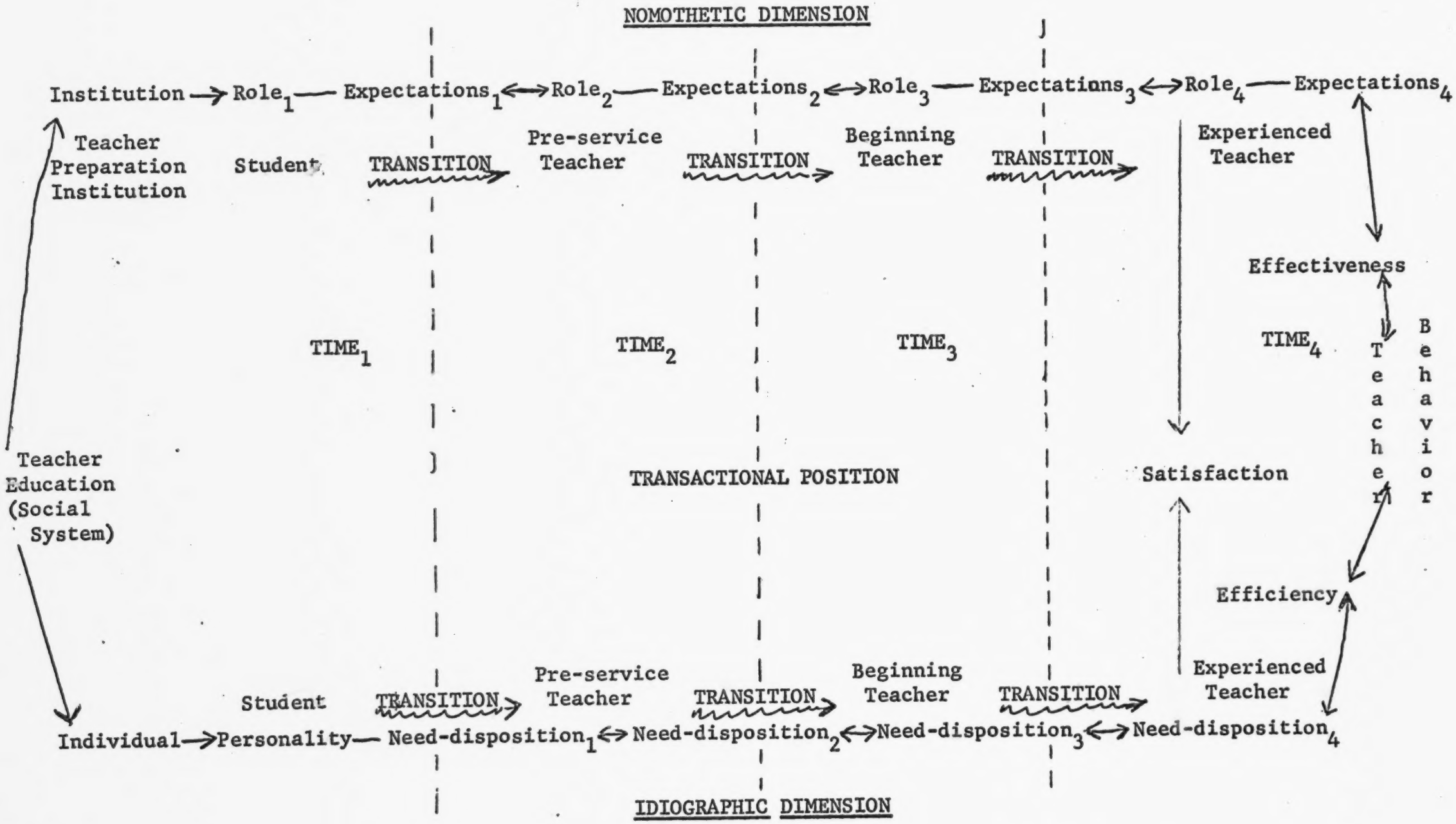

FIGURE 4

A Psycho-social Model of Teacher Education

to behavior is termed "efficiency." Efficiency is concerned with a minimal expenditure of psychic or emotional energy and assumes that, insofar as behavior and needs correspond, an individual will find his behavior stimulating rather than exhausting, pleasurable rather than unplesant. An example of efficiency may be drawn again from the role of pre-service teacher. At the end of a day of student teaching or classes, an individual finds herself so exhausted that she must rest. An examination of the events of that day discloses an inability on the part of the student teacher to control her class. The need to exercise control over the class has resulted in behaviors which have not controlled the class or satisfied the need for control. Her frustrations have taken a toll on her supply of emotional energy.

Teacher-education programs must determine the need-dispositions of the prospective teacher and identify those teacher behaviors which are related to needs and will thus provide experiences which will effect the congruence of needs and behaviors and will result in efficient behaviors.

It is important to stress that although ideally, satisfaction, effectiveness, and efficiency ought to be maximized, in reality each of them must be at less than maximum strength. As each operates independently of the others, however, a pre-service teacher may feel satisfied and efficient, yet may be perceived as ineffective. The extent of each of these relationships may be examined at any point in time within the total framework of the model.

To the extent that a teacher-education program can identify and

describe any two factors within the triads: behavior, role-expectation, effectiveness; or behavior, need-disposition, efficiency; or role-expectation, satisfaction, need-disposition, the third factor can be determined. Determinations of this kind would allow a program to be modified where possible and would increase the predictability of the nature of the missing factor. Figure 4 details the relationships among factors within the context of the entire model.

SUMMARY

Many of the concerns of teacher-education programs over the transition of students into teachers may be examined through the perspective of teacher education as a social system. A model of teacher education has been presented which identifies two dimensions of the social system; an institutional dimension, consisting of roles and the expectations associated with them; and an individual dimension, consisting of personality defined by need-dispositions.

The model further identifies three roles through which a teacher passes before assuming the fourth role of experienced teacher. These are the roles of student, pre-service teacher, and beginning teacher. Each role is placed within a time period and each time period includes a sequenced transitional period from one role to the next.

The heuristic value of the model may be determined by teacher-education programs as they identify and describe role-expectations and need-dispositions in relation to time periods and transition periods. The relationship between dimensions and teacher behavior provides indicators of program success in the forms of satisfaction, effectiveness, and

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